

# Teaching Newly Arrived ESL Students



*The information and resources in this document have been developed by the ESL new arrivals consultants for Rural and Regional NSW and the K-6 ESL Multicultural consultant for Sydney region*

## What is the New Arrivals Program?

- New Arrivals Program is part of the English as a Second Language (ESL) program offered to provide assistance to schools in developing the English language competence of newly arrived students from language backgrounds other than English (LBOTE).
- When ESL students enrol in schools with no ESL general support allocation the school can apply for New Arrivals Program (NAP) support. This support allows the schools to employ a teacher ½ day per student, per week for two terms to provide intensive ESL instruction for the students.

Students eligible for support under the New Arrivals Program are those who are:

- Newly arrived in Australia and enrol in school within 6 months of arrival, or for kindergarten students within 18 months of arrival
- Of a Language Background Other Than English (LBOTE) and in need of ESL support.
- Permanent residents

## What are Temporary Visa Holders?

The term temporary visa holder includes a number of visa sub-classes permitting the holders to stay in Australia for the purposes of study, business, family or medical matters. The length of stay will vary from visa to visa. A temporary resident visa allows school all aged students to enrol on a temporary basis in government schools for the period of the visa.

- Most temporary resident visa holders are liable for *Temporary Visa Holders Education Fee*
- some specific visa numbers are exempt from paying the fee
- All students on a temporary residents visa must have an Authority to Enrol (ATE) from the Temporary visa Holders Unit.

### **APPLICATION FORM Temporary Visa Holders Applying to Enrol in a NSW Government School**

<http://www.schools.nsw.edu.au/international/tempvisaholder/index.php>

For more information see booklet

*Enrolment of Permanent Residents and Temporary Visa holders in NSW  
Government Schools – Guidelines for Schools*

and refer to the *Schedule of Visas*

## **Enrolling Temporary Visa Holders**

The following original documents must be presented to the school for copying and certification:

- Parents' or Guardian/Carer's passport and current valid visa if they are also temporary residents
- Student's passport and current valid visa. If the student holds a Bridging Visa the previous original visa and documentary evidence of the visa applied for must also be provided.
- Documentary evidence of the student's immunisation status in the form of an immunisation certificate, a letter from a registered medical practitioner or Community Health Centre
- A passport sized photograph of the student (attached to the application)
- Dependents of Principal Student Visa holders must also provide a copy
- of the principal holders Confirmation of Enrolment form and a copy of the dependent's Confirmation of Placement form provided as part of the visa application process.
- Contact the Temporary Visa Holders Unit directly if applying for a confirmation of placement to support a new dependent visa application.  
Ph: 1300 300 229 (local call)



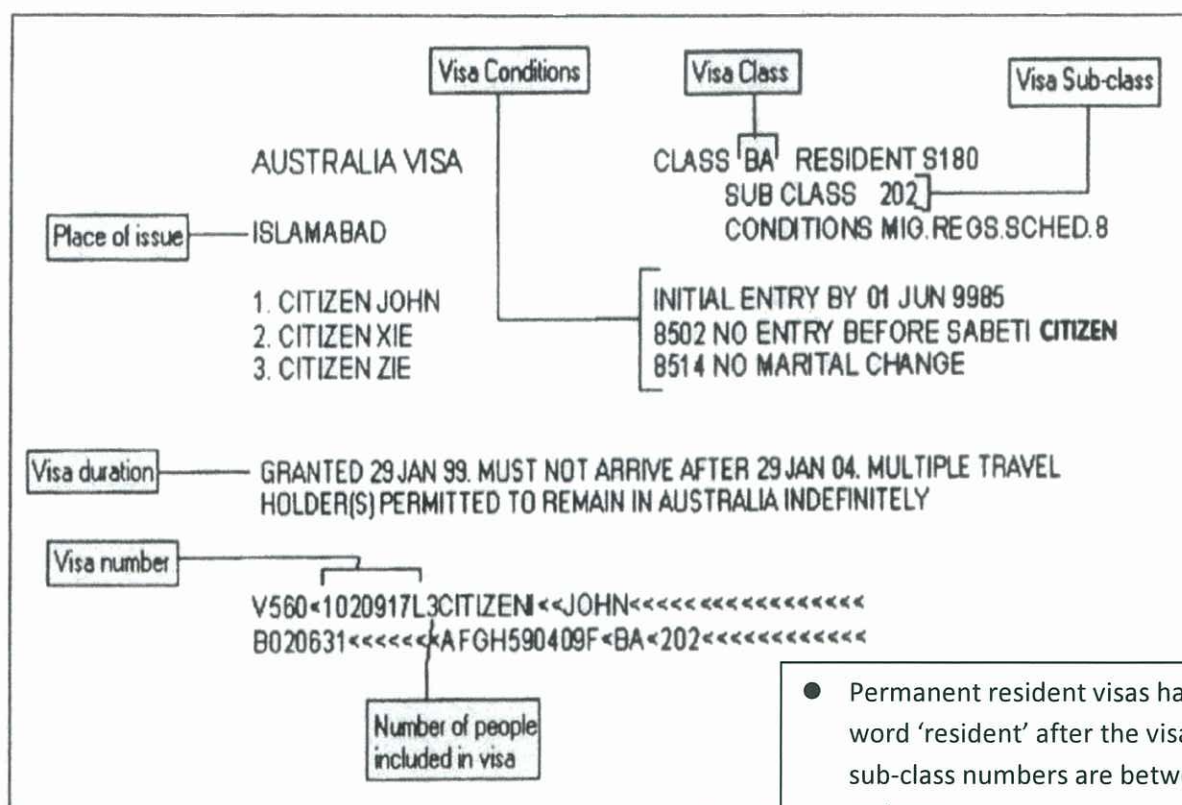
## How do I read travel documents?

The documents must contain the name of the student applying for enrolment.

Students will either have their own passport or travel papers or be listed on one of their parents' documents.

Photocopies of documents are **not** acceptable.

The documents should include an arrival stamp such as the one opposite.



- Permanent resident visas have the word 'resident' after the visa class. The sub-class numbers are between 100 and 299.
- Temporary resident visas have the word 'temporary' after the visa sub-class and number 300s, 400s, 700s some 800s and 900s

## Understanding cultural perspectives

<i>Avoiding eye contact</i>	Respect may be shown by downcast eyes
<i>Tending to smile when being reprimanded</i>	A smile may be a gesture of respect or it may be a sign of anxiety or embarrassment.
<i>Appearing tired or disinterested when they initially enter the school</i>	This may be due to trauma, adjusting to a new environment or because they lack skill in communicating in English
<i>Gender differentiation in roles and achievement</i>	In some cultures schooling for girls is still not considered a right as it is for boys.
<i>Taboos towards physical contact and differences in personal space.</i>	Patting students on the head or shoulders may be an insult to their body. Standing too close or too far away may be seen as intimidating or unfriendly.
<i>Refusing to eat with peers Dietary differences</i>	Some students may only be accustomed to eating with peers of the same culture or gender. They may also be unaccustomed to eating lunch at school or conscious they are eating different foods from others.
<i>Different attitudes to group work and cooperation</i>	Some students have never worked in groups before and may think that working together is cheating
<i>Fear of making mistakes.</i>	Many new arrivals have been high achievers in their prior schools. The prospect of making mistakes in their new languages is inevitable but feared. Peers need to accept and be supportive of inaccuracies in pronunciation and English usage.
<i>Uneasy with informal classroom discussion</i>	Some students come from cultures where the teacher is highly revered. An informal situation conversation in class will seem very irregular to them and they may think the teacher or other students impolite.
<i>Uneasy with Australian school system</i>	These students are experiencing a new system and need to understand the expectations required under this system
<i>Perceiving meaning in text differently to peers</i>	English literature has many hidden meanings. Many children's books require cultural and background knowledge to understand them fully.
<i>Will not participate in school extra-curricular activities</i>	Many students and their parents will not consider many of these activities as part of learning. Separation for overnight excursions could be very traumatic for parents and students.
<i>Different sense of personal property</i>	Students may not understand the notion of sharing resources, desks, toys etc.

Adapted from the Language, Culture and School (Ed) D Swanson Ministry of Education, Victoria, British Columbia, 1993



# Planning for Teaching Newly Arrived ESL Students

An English learner in an Australian school has 3 things they must do very quickly in order to function in the classroom:

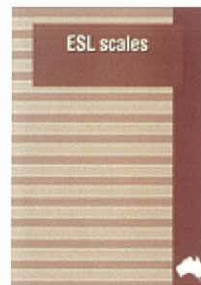
- Learn English
- Learn content in English
- Learn about English

## Consider the language demands of the classroom.

*It is important for teachers to understand the language demands of the classroom are often beyond the language ability of the ESL student.*

Have some understanding of what your students can do.

Go to the ESL Scales-See pp1-11 for Explanation of use.



## Consider how long it takes to learn English

According to Cummins (1984), there are 2 types of language proficiency. Basic interpersonal Communication Skills (BICS) which most students achieve within 1-2 yrs of face to face English education and Cognitive Academic Language Proficiency (CALP) which the same students will take considerably longer to achieve. It takes between 5-7 years for ESL students to achieve levels of language proficiency equivalent to their English speaking peers.

Adapted From: Jim Cummins 1984, *"Multilingual Matters, Bilingualism and Special Education Issues in Assessment and Pedagogy"*

Develop Teaching Strategies to support language learning

*In general language is best learnt across KLAS because students:*

- Learn language taught in context.
- Focus on the task not the language.
- Learn cognitive skills as they learn language.

### Use Communicative activities:

- They provide students with the opportunity to hear and use language.
- They provide a situation where there is a need to use language in order to do the task.
- Using pair and group organisation ESL students can be assisted by a more proficient language model. The language needed to participate in the task **must** be introduced to the student before the task.
- They are usually a part of group work

### Why group work?

*"When group work is set up effectively it has important advantages over whole-class work for second language learning. McGroarty (1993) suggests that it offers benefits to second language learners in ways that are important for language learning."*

Group Work is most appropriate for learning language

because:-

- Learners hear more language,
- Learners interact more with other speakers
- What learners hear and what they learn is contextualized because language is heard and used in an appropriate context and used for a particular purpose.
- There is likely to be considerable message redundancy; that is, similar ideas expressed in many different ways.
- The need to get information or clarify meaning increases the opportunities' for learners to ask questions that genuinely seek new information.
- By asking questions, exchanging information, and solving problems context is provided where words are repeated, ideas are rephrased, problems are restated, and meanings are refined.
- Group work may have positive affective consequences. Second language learners and those who are not confident often feel more comfortable working with peers than being expected to perform in a whole-class situation.

### When planning for teaching, ask these questions:

1. Is the task challenging and relevant?
2. What spoken demands will there be?
3. What listening demands will there be?
4. What texts will the students need to read?
5. What specific vocabulary does the topic require the students to know?
6. What aspects of grammar does the topic require the students to use?

### How else can I assist ESL learners?

- *Writing unfamiliar words on the board*
- *Writing on the board systematically*
- *Modelling correct spelling, punctuation etc.*
- *Pre-teaching key words and terms*
- *Introducing vocabulary in context*
- *Making explicit relationships between parts of speech e.g. koala/climb ball/kick picture/draw*
- *Being aware of comprehension difficulties due to tense.*
- *Modelling the text structure that you want the students to produce*
- *Maintaining a routine with familiar language*
- *Including an aspect of talking and listening in your T/L cycle*
- *Explaining idioms and colloquialisms*



## UNDERSTANDING CULTURAL PERSPECTIVES

<i>Avoiding eye contact.</i>	<ul style="list-style-type: none"> <li>• Respect may be shown by downcast eyes</li> </ul>
<i>Tending to smile when in disagreement with whatever is being communicated to or when being reprimanded.</i>	<ul style="list-style-type: none"> <li>• A smile may be a gesture of respect that children are obliged to show their superiors or it may be a sign of anxiety.</li> </ul>
<i>Gender differentiation in roles and achievement.</i>	<ul style="list-style-type: none"> <li>• Only males may be expected to do well; schooling may be a formality for girls.</li> </ul>
<i>Taboos toward physical contact and differences in personal space.</i>	<ul style="list-style-type: none"> <li>• It may be an affront to pat students on the head or shoulders. Standing too close or too far away may be intimidating or unfriendly.</li> </ul>
<i>Refusing to eat with peers.</i>	<ul style="list-style-type: none"> <li>• Some students may only be accustomed to eating with members of their own family or with students of the same cultures. Students may be self-conscious about eating different food from others.</li> </ul>
<i>Different attitudes about cooperation.</i>	<ul style="list-style-type: none"> <li>• Some students may be unaware that to give help may be considered cheating.</li> </ul>
<i>Fear of making mistakes.</i>	<ul style="list-style-type: none"> <li>• This fear may be greater than that of asking for help or omitting the task.</li> </ul>
<i>Uneasiness with informal classroom discussion.</i>	<ul style="list-style-type: none"> <li>• Some students may view teachers as impolite if teachers are informal.</li> </ul>
<i>Perceiving the meaning of reading differently from others.</i>	<ul style="list-style-type: none"> <li>• Some students may believe that reading is essentially an oral activity and will therefore read aloud automatically.</li> </ul>
<i>Uneasiness with the Australian school system.</i>	<ul style="list-style-type: none"> <li>• There may be discomfort with a process-oriented approach; students may want results.</li> <li>• Some students may prefer individuality rather than a collective emphasis and this may confuse.</li> </ul>
<i>Refusing to participate in extra-curricular activities or in sport classes (swimming, camps, etc.)</i>	<ul style="list-style-type: none"> <li>• These activities may not be considered part of learning.</li> <li>• Changing clothes may be a problem as students may have a sense of modesty.</li> </ul>
<i>Behaving differently, appearing uninterested or tired when they first enter the school system.</i>	<ul style="list-style-type: none"> <li>• This may be due to trauma, environmental adjustment, time or system change, or because they lack the skill of communication in English.</li> </ul>
<i>Different sense of personal property.</i>	<ul style="list-style-type: none"> <li>• Emphasis on sharing. Students may not understand ownership of personal property.</li> </ul>

*Adapted from Language, Culture and School (Ed) D Swanson,  
Ministry of Education, Victoria, British Columbia, Canada, 1993.*

## SURVIVAL LANGUAGE

Language is best taught in context and in meaningful ways. In the initial stages of language development, the student may need some survival language. Some suggested themes or topics are presented below and remember, the alphabet – order, names, sounds, etc. should be taught within all contexts.

When teaching the language of a topic area, the language learnt will result from the need to use the language to complete tasks. Language taught for the sake of teaching language will not be acquired. Tasks need to be motivating, challenging and interesting to the student. The grammatical patterns of English need to be taught in context and not as an isolated entity.

Personal Information	Family	Socialising	Days of the Week	Months of the Year	Time	School
Names, address, age, language, country of origin, nationality, date of birth, home address, etc.	Basic relationships – mother, father, sister, brother, cousin, etc.	Greetings, farewells, requesting, excusing, thanking, apologising, etc.	Names, order, weekend, morning, afternoon, night, yesterday, today, tomorrow, next week, last week, etc.	Seasons, names, order.	Telling the time - half past six, six thirty, school times, etc.	Identifying areas, classroom items, names of staff, school rules, canteen – ordering and buying food, games, classroom commands, etc.

Parts of the Body	Simple Ailments	Hygiene	Colours	Clothing	People	Mathematical Language
Only teach a few parts at a time.	I feel sick, headache, a cold, stomach ache, cut finger, etc.	Wash your hands, clean your teeth, etc. When teaching concepts take care about crossing cultural boundaries, i.e. in different cultural groups, hygiene may be approached differently.	Names, associated vocabulary, etc.	Names, action verbs, etc	Names – man, woman, girl, boy, action verbs, adjectives, pronouns, possessives, describing feelings, describing likes and dislikes, describing daily routines, etc.	Numbers, geometry, operations, instructions, etc.

## ESL CLASSROOM SURVIVAL KIT

During the first few days a classroom survival teaching kit may need to be developed for when the student cannot participate in the class activities. The following items are suggestions only and will again depend on the student's age and level of English.

• a set of picture cards, preferably photographs
• a picture dictionary
• a set of visual materials including game boards, clocks, calendars, charts, diagrams
• computer and interactive books or games
• games, e.g. puzzles, memory, bingo, sequencing activities
• magazines for collages and scrap books
• blackline masters of simple language activities
• audio visual materials including video and cassette tapes, cassette player, a listening post, language master
• reading material including fiction and factual texts, real life reading materials in books, magazines and computer software.

Remember, all students require a level of satisfaction in completing learning tasks. The tasks selected need to be meaningful and explained to the student in simple language.



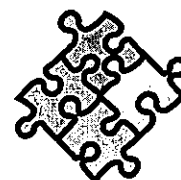
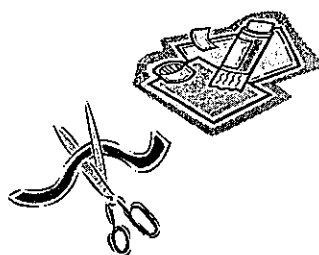
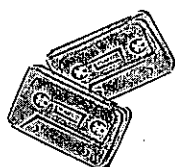
## TEACHING ACTIVITIES FOR THE FIRST FEW DAYS

During the first few days the ESL student will probably feel as uncomfortable and uncertain as the teacher. The student will need a variety of tasks that are challenging and interesting. Try to find out the student's interests and use these as a starting point. Sport or hobbies are often good beginnings.

Remember, language learning includes receptive as well as productive language. Some of the initial tasks the student will be involved with may develop language through listening and thinking skills. Some suggestions are listed below. Of course the activities selected will depend on the age and ability of the learner.

Some initial class teaching/learning activities may include:

▪ listening to text on a cassette tape	▪ interactive computer texts
▪ computer language games	▪ language master activities
▪ educational videos	▪ communicative pair and group activities
▪ maths activities	▪ drawing
▪ games that require thinking without the use of English language such as: matching, sorting, puzzles, construction toys, picture books, sequencing activities, cutting and pasting	



# LISTENING AND SPEAKING

## FOCUSED ACTIVITIES

### LISTENING

- Clap rhythm – syllables, jazz chants, rhymes.
- Chinese Whispers.
- Minimal pairs – use visuals to support understanding.

Present activities in context. Have students draw pictures to show understanding.

- He dropped the bin.
- He dropped the pin.
- Dictogloss.
- Questioning to seek clarification.
- Compare and contrast activities.
- Note taking.
- Following instructions, e.g. barrier games.
- Retellings – write verbs in sequence on board as story is told. Select other students to retell story from the verbs.
- Skill flow activities.

### PRONUNCIATION

- Use a mirror so students can see how sounds are made.
- Ask students to always watch your mouth as you are speaking.
- Teach voiced and unvoiced sounds –
  - b d g          voiced
  - p t k          unvoiced
- ping pong ball/paper
- n & l nose vibrations
- Word endings –
  - jumped      mpt
  - dropped      pt
  - grabbed      bd

Omitting word endings may be a listening and pronunciation problem as well as a grammar problem.

- Speak clearly. Modify speech but do not distort it.
- Model stress and intonation – jingles and rhymes, e.g.
  - was              He was standing by the gate
  - from              I come from Hong Kong
  - some              They ate some lunch

## STRATEGIES FOR DEVELOPING SPEECH

The following strategies can be used to assist speech development:

<ul style="list-style-type: none"><li>▪ Provide opportunities for natural talk, such as pair and group work.</li></ul>	<ul style="list-style-type: none"><li>▪ Listen to the student's speech and identify the sounds needing attention. Demonstrate how the sounds can be formed, i.e. tongue position, mouth shape, etc.</li></ul>
<ul style="list-style-type: none"><li>▪ Provide opportunities for practice, e.g. jazz chants, songs, rhymes.</li></ul>	<ul style="list-style-type: none"><li>▪ Use communicative games and role play which enhance modelling and repetition of language.</li></ul>
<ul style="list-style-type: none"><li>▪ Use tasks which develop listening skills.</li></ul>	<ul style="list-style-type: none"><li>▪ When teaching sounds, concentrate on only a few sounds at a time.</li></ul>

## PRONUNCIATION

The newly arrived ESL student will probably experience some difficulty in hearing and producing some English sounds because certain sounds in English do not occur in the student's first language. Students may transfer some of the sounds from the first language and use them to replace similar sounds in English.

Phrasing, pausing, stress, pace, emphasis, rhythm, tone and volume are best taught in the context rather than in isolation. At times however, students will need explicit instruction about how certain sounds are produced.





## LISTENING

The following activities can be used for both teaching and assessing listening skills:

▪ Following directions.	▪ Listening to a spoken text and completing a matrix with the information.
▪ Student is told a story and must draw four pictures to represent the story.	▪ Recording information from the telephone, i.e. weather, timetables, etc.
▪ Spot the difference. Two spoken texts are recounted slightly differently and the student must identify the differences.	▪ Predicting the context. Student listens to extracts from conversations, news reports, etc. and must predict the context.
▪ Completion activity. Student must complete stories, sentences, oral/aural cloze, song cloze.	▪ Jigsaw listening. Students listen to four pieces of information about a topic and share the information to construct a whole text.
▪ Prediction listening. Student predicts the outcome sentence by sentence.	▪ Dictogloss.
▪ Communicative note taking. Students watch a video and in pairs the students share information from the different sets of questions they have answered.	

## SMALL GROUP WORK

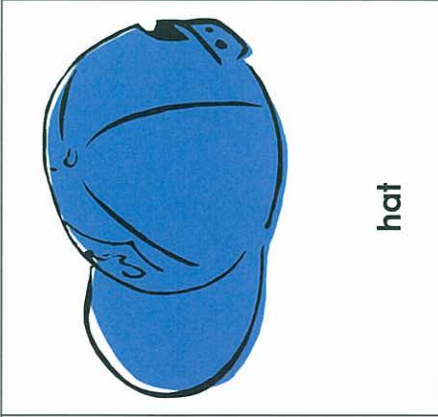
Many ESL students may not have the skills of working in small groups due to previous educational experiences and will need to be taught these skills.

Small group and pair work in the classroom provides students with an opportunity to:

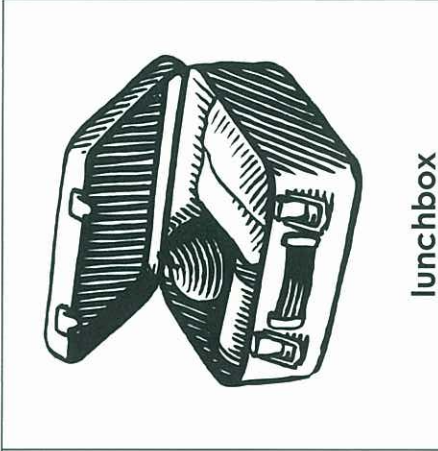
▪ Hear English language models in context.	▪ Develop social skills.
▪ Develop cooperative problem solving skills.	Feel secure in a non-threatening situation.



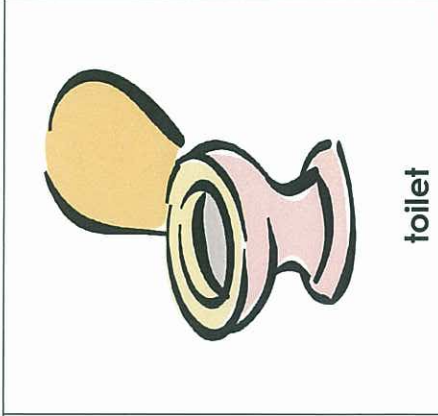
bag



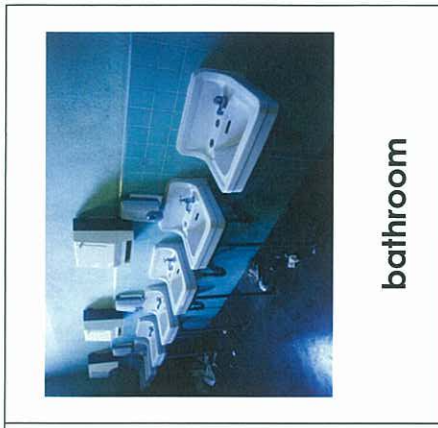
hat



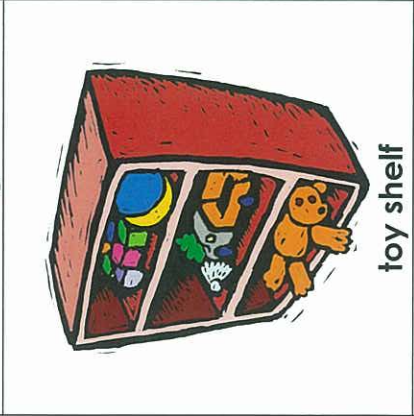
lunchbox



toilet



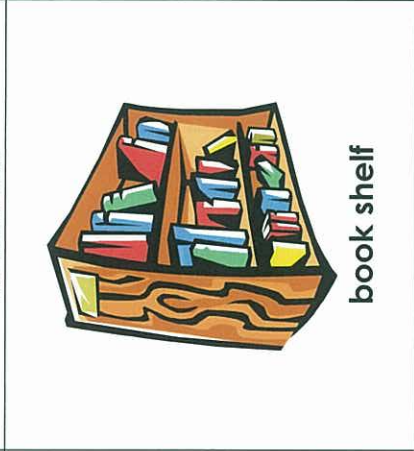
bathroom



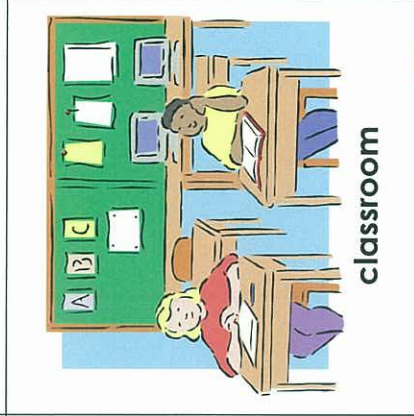
toy shelf



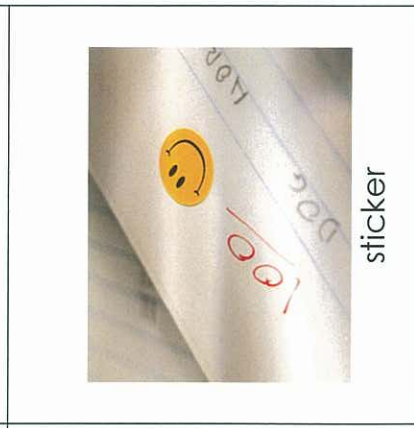
cupboard



book shelf



classroom



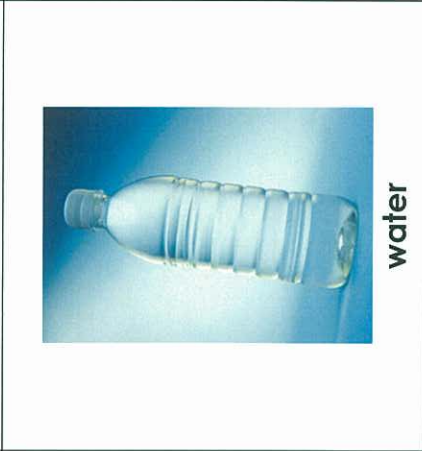
sticker



computer



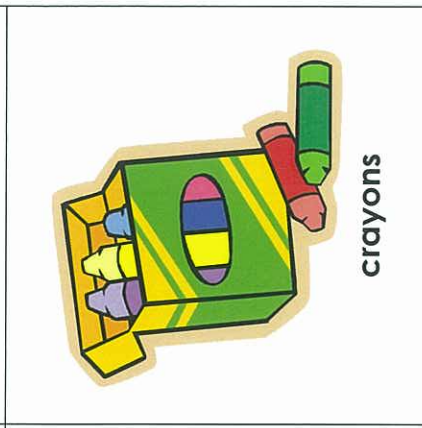
coloured pencils



water










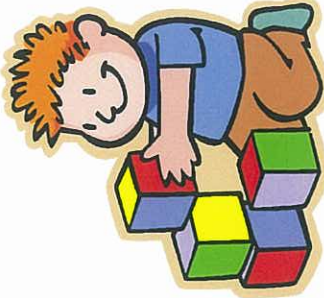

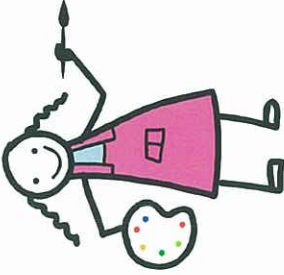



toys

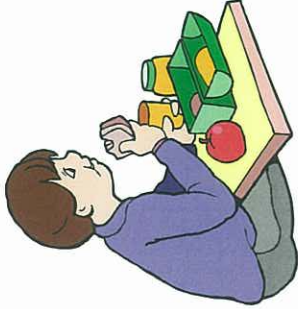





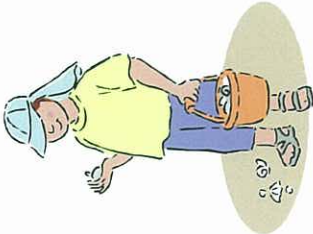





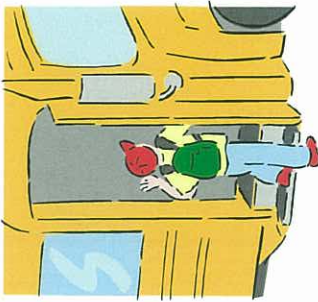
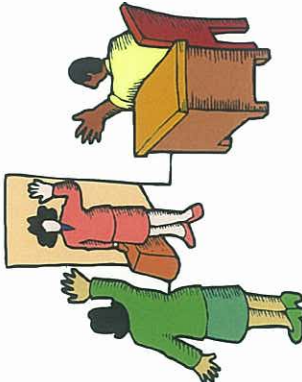



crayons



 <p>line up</p>	 <p>Wash your hands</p>	 <p>group work</p>	 <p>sit (on the floor)</p>	 <p>write</p>	 <p>cutting</p>	 <p>puppet play</p>	 <p>dressing up</p>	 <p>read a book</p>	 <p>building</p>	 <p>drawing</p>	 <p>painting</p>	 <p>play corner</p>
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 <p>eat lunch</p>	 <p>library</p>	 <p>Go to the office</p>	 <p>drink at bubbler</p>	 <p>play on the equipment</p>
 <p>play with friends</p>	 <p>Dig in the sand pit</p>	 <p>throw a ball</p>	 <p>skip</p>	 <p>sing</p>
 <p>dance</p>	 <p>assembly</p>	 <p>get on the bus</p>	 <p>Say good bye! □</p>	 <p>canteen</p>